

Assembly Bill No. 2

CHAPTER 2

An act to amend Section 44277 of, to add Sections 42239.1 and 42239.2 to, to add Chapter 16 (commencing with Section 53025) to Part 28 of, to add Chapter 11 (commencing with Section 92850) and Chapter 12 (commencing with Section 92855) to Part 57 of, and to add Article 2 (commencing with Section 99220) to Chapter 5 of Part 65 of, the Education Code, relating to education, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor March 29, 1999. Filed with
Secretary of State March 29, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2, Mazzoni. Education.

(1) Existing law establishes various programs that relate to reading development for elementary pupils, including the Reading Initiative Program, the Comprehensive Reading Leadership Program, and the Back to Basics Summer School Reading Program. Under existing law, the adopted course of study for grades 1 to 6, inclusive, is required to include instruction in the skill of reading.

This bill would do each of the following with regard to reading development:

(a) Establish the Elementary School Intensive Reading Program, whereby increased funding would be available, upon application, to school districts that maintain kindergarten and any of grades 1 to 4, inclusive, for the operation of a program that provides multiple, intensive reading opportunities for pupils in those grades and would require a school district, when expending these funds, to give first priority to increasing instructional opportunities for pupils who are experiencing difficulty learning to read. The bill would require the Superintendent of Public Instruction, with input from an advisory committee, to evaluate the program. The bill would appropriate \$75,000,000 to the State School Fund for allocation by the Superintendent of Public Instruction to school districts that apply for funding pursuant to this program, and would require that the appropriation be included in the amounts appropriated by the state in the 1999–2000 fiscal year for the purpose of meeting the state's minimum funding obligation to school districts and community college districts under Section 8 of Article XVI of the California Constitution for that fiscal year.

(b) Establish the Governor's Reading Award Program, to be administered by the state Secretary for Education, whereby annual

awards of up to \$5,000 would be provided to schools offering instruction in kindergarten or any of grades 1 to 8, inclusive, whose pupils meet certain reading criteria. The bill would require the state Secretary for Education to develop criteria for the awards. The bill would appropriate \$2,000,000 to the Superintendent of Public Instruction for allocation to applicant school districts, and would require that the appropriation be included in the amounts appropriated by the state in the 1999–2000 fiscal year for the purpose of meeting the state’s minimum funding obligation to school districts and community college districts under Section 8 of Article XVI of the California Constitution for that fiscal year.

(c) Request the Regents of the University of California to jointly establish, with the Trustees of the California State University and the independent colleges and universities, the California Reading Professional Development Institutes. The bill would appropriate \$6,000,000 to the State School Fund for allocation by the Superintendent of Public Instruction to school districts, and would require that the appropriation be included in the amounts appropriated by the state in the 1999–2000 fiscal year for the purpose of meeting the state’s minimum funding obligation to school districts and community college districts under Section 8 of Article XVI of the California Constitution for that fiscal year.

(2) Existing provisions of the California Constitution establish the University of California as a public trust under the administration of the Regents of the University of California.

This bill would request the Regents of the University of California to develop a teacher preparation program to be known as the Governor’s Teacher Scholars Program and to develop an administrator preparation program to be known as the Governor’s Principal Leadership Institute, in accordance with prescribed criteria.

The bill would also require the state Secretary for Education to contract for the development and establishment of a public involvement campaign to promote reading in the public schools and would appropriate \$4,000,000 from the General Fund for this purpose.

The bill would appropriate, without regard to fiscal years, a total of \$7,000,000 from the General Fund to the Regents of the University of California for the Governor’s Teacher Scholars Program, the Governor’s Principal Leadership Institute, and for administering the California Reading Professional Development Institutes.

The bill would not be applicable to the University of California and the \$7,000,000 appropriation would not be operative unless and until the Regents of the University of California act, by resolution, to make the bill applicable.

(3) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Section 42239.1 is added to the Education Code, to read:

42239.1. (a) For the 1999–2000 fiscal year and each fiscal year thereafter, each school district shall be entitled to reimbursement for pupil attendance in intensive reading programs offered pursuant to Article 1 (commencing with Section 53025) of Chapter 16 of Part 28 of the Education Code in an amount equal to 10 percent of the district’s total enrollment in kindergarten and grades 1 to 4, inclusive, for the prior fiscal year multiplied by 120 hours, multiplied by the hourly rate for the current fiscal year determined pursuant to subdivision (c) of Section 42239 reduced by the deficit factor described in Section 42238.145. This amount shall be provided in addition to the amount provided pursuant to Section 42239.

(b) When expending funds received pursuant to this section a school district shall give first priority for the purpose specified in paragraph (1) of subdivision (c) of Section 53027.

SEC. 1.3. Section 42239.2 is added to the Education Code, to read:

42239.2. (a) Notwithstanding any other provision of law, the Superintendent of Public Instruction shall allocate a minimum of six thousand seven hundred sixty-six dollars (\$6,766) for supplemental summer school programs established pursuant to Article 1 (commencing with Section 53025) of Chapter 16 of Part 28, from funds appropriated therefor in each school district for which the prior fiscal year enrollment was less than 500 units of average daily attendance and that offers at least 1,500 hours of supplemental summer school instruction. A school district for which the prior fiscal year enrollment was less than 500 units of average daily attendance that offers less than 1,500 hours of supplemental summer school offerings shall receive a proportionate reduction in its allocation.

(b) Minimum allocations for supplemental summer school programs required pursuant to subdivision (a) shall be adjusted for inflation in the 2000–01 fiscal year, and each fiscal year thereafter, in accordance with Section 42238.1.

(c) For purposes of this section a charter school is a schoolsite and is not a school district.

SEC. 1.5. Section 44277 of the Education Code is amended to read:

44277. The Legislature recognizes that effective professional growth must continue to occur throughout the careers of all teachers, in order that teachers remain informed of changes in pedagogy, subject matter, and pupil needs. In enacting this section, it is the intent of the Legislature to establish professional growth requirements that give individual teachers a wide range of options

to pursue as well as significant roles in determining the course of their professional growth.

(a) The minimum requirements for maintaining the validity of the clear multiple or single subject teaching credential pursuant to Section 44251 shall be both of the following:

(1) Successful service as a classroom teacher or successful service authorized by a services credential. The minimum length of service shall be equivalent to one-half of a school year.

(2) Completion of an individual program of professional growth as prescribed in this section and by the commission.

(b) An individual program of professional growth shall consist of a minimum of 150 clock hours of participation in activities that are aligned with the California Standards for the Teaching Profession that contribute to competence, performance, or effectiveness in the profession of education and the teacher's classroom assignments. Acceptable activities shall be defined by the commission to include, among other acceptable activities, the completion of courses offered by regionally accredited colleges and universities, including instructor-led interactive courses delivered through online technologies; participation in professional conferences, workshops, teacher center programs, staff development programs, or a California Reading Professional Development Program operated pursuant to Article 2 (commencing with Section 99220) of Chapter 5 of Part 65; service as a mentor teacher pursuant to Section 44496; participation in school curriculum development projects; participation in systematic programs of observation and analysis of teaching; service in a leadership role in a professional organization; and participation in educational research or innovation efforts. Employing agencies and employees' bargaining agents may negotiate to agree on the terms of programs of professional growth within their jurisdictions, provided that the agreements shall be consistent with this section.

(c) An individual program of professional growth shall be developed and planned by the holder of a clear teaching credential.

(d) Effective January 1, 1991, an individual program of professional growth may include a basic course in cardiopulmonary resuscitation, which includes training in the subdiaphragmatic abdominal thrust (also known as the "Heimlich maneuver") and meets or exceeds the standards established by the American Heart Association or the American Red Cross for courses in that subject. A teacher's participation in this training option shall count towards the minimum 150 clock hours required to satisfy the professional growth requirements.

(e) Before a holder of a clear teaching credential commences or amends an individual program of professional growth, a school principal, a mentor teacher provided for in Section 44496, or other district designee shall certify to the credential holder that the

planned program or amendment complies with this section and with regulations of the commission.

(f) A clear teaching credential shall be deemed to remain valid so long as the holder of the credential, at five-year intervals, submits to the commission verification by a school principal, a mentor teacher, or other district designee that the holder has satisfied the minimum requirements specified in subdivision (a). In the absence of adequate verification, the commission shall invalidate the credential. Verification by a school principal, a mentor teacher, or other district designee shall be independent of any evaluation of the performance of the holder of the clear teaching credential that is conducted for the purpose of determining the credential holder's employment status. The arbitrary refusal of a school principal, a mentor teacher, or other district designee to verify completion of an individual program of professional growth meeting the requirements of this section and commission regulations shall constitute grounds for an appeal as prescribed in Section 44278.

SEC. 2. Chapter 16 (commencing with Section 53025) is added to Part 28 of the Education Code, to read:

CHAPTER 16. READING PROGRAMS

Article 1. Elementary School Intensive Reading Program

53025. This article shall be known and may be cited as the Elementary School Intensive Reading Program.

53027. (a) A school district that maintains any of kindergarten or grades 1 to 4, inclusive, may operate a program that provides multiple, intensive reading opportunities for pupils in any one or combination of kindergarten and grades 1 to 4, inclusive, including appropriate support to address the needs of English language learners. Funding for the program established pursuant to this article shall be provided pursuant to Section 42239.1.

(b) Pupils shall remain eligible for participation in the program established pursuant to this article for three calendar months after completing grade 4.

(c) The purposes of the program established pursuant to this article include, but are not limited to, both of the following:

(1) To provide pupils who are experiencing difficulty learning to read with increased instructional opportunities.

(2) To provide stimulating and enriching opportunities for all pupils to increase their reading skills and enhance their enjoyment of reading.

(d) (1) Instruction provided pursuant to the program established pursuant to this article shall be consistent with the standards for a comprehensive reading instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of

subdivision (b) of Section 44259, and shall include all of the following components:

(A) The study of organized, systematic, explicit skills, including phonemic awareness, direct, systematic explicit phonics, and decoding skills.

(B) A strong literature, language and comprehension component with a balance of oral and written language.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early intervention techniques.

(2) Instruction provided pursuant to the program established pursuant to this article shall be consistent with state-adopted academic content standards and with the curriculum framework on English language arts adopted by the State Board of Education.

53029. (a) Except as provided in subdivision (b), intensive reading instruction provided pursuant to this article shall be offered four hours per day for six continuous weeks during the summer or when school is not regularly in session.

(b) Due to facilities constraints or for other educational reasons, a school district may offer intensive reading instruction before school, after school, on Saturdays, or during intersession, or in a combination of summer school, after school, Saturday, or intersession instruction. Services may be provided to pupils during the regular instructional day if the instruction is delivered by a certificated employee, provided that the employee is not the pupil's regular classroom teacher, and does not result in the pupil being removed from regular classroom instruction. Instruction provided pursuant to this section shall fulfill the requirements of subdivision (a) of Section 44830 and of Section 44831. Other service providers should have appropriate training in the teaching of reading.

(c) Notwithstanding Section 49550 or any other provision of law, a school district that operates a program pursuant to this article is not required to provide a meal or snack to pupils participating in the program.

53031. The Superintendent of Public Instruction, with input from an advisory committee, shall evaluate the program established pursuant to this chapter on or before November 1, 2000. If funds are needed for this purpose, it is the intent of the Legislature that funds be appropriated for this purpose in the annual Budget Act.

Article 2. Governor's Reading Award Program

53050. This article shall be known, and may be cited as the Governor's Reading Award Program, to be administered by the state Secretary for Education on behalf of the Governor.

53053. A school district that maintains any of kindergarten or grades 1 to 8, inclusive, may apply to the state Secretary for Education

for an award pursuant to this article for each school within the district that meets criteria developed pursuant to Section 53055.

53055. The state Secretary for Education, in cooperation with an advisory committee consisting of teachers, parents, and educators, shall develop criteria for the receipt of an award pursuant to this article. The criteria may include, but not necessarily be limited to, the completion by pupils at the applicant school of age-appropriate books and pages. The criteria shall be based on school quartiles of pupils eligible for free or reduced-cost meals through the school lunch program of the United States Department of Agriculture.

53057. (a) Grant awards made pursuant to this article shall not exceed five thousand dollars (\$5,000) per school and shall be used to further the academic program of the school.

(b) It is the intent of the Legislature that at least 400 schools receive grant awards pursuant to this article in every fiscal year.

(c) The state Secretary for Education shall annually provide a list of schools that receive grant awards to the State Department of Education. Upon receipt of the list, the State Department of Education shall apportion funding to school districts for allocation to individual schools.

Article 3. Public Involvement Reading Campaign

53075. The state Secretary for Education shall contract for the development and establishment of a public involvement campaign to inform Californians that promoting reading in the public schools as a key to success in life is the responsibility of all Californians. The campaign shall address, but not necessarily be limited to, promoting family reading activities, encouraging private sector support for child literacy programs, and publicizing the importance of reading skills for academic success.

Elected officials and declared candidates for partisan public office may not appear in promotional materials for the reading campaign.

SEC. 3. (a) The Legislature finds and declares all of the following:

(1) The Commission on Teacher Credentialing, in its Statewide Teacher Recruitment Plan, estimated that California will need an additional 250,000 to 300,000 teachers over the next decade. The anticipated shortage of teachers is expected to be especially acute in urban areas.

(2) A decade ago, the University of California prepared over 10 percent of the teachers in California. That percentage has now declined to fewer than 5 percent of the teachers in the state.

(3) The California State University has as its primary mission to prepare the majority of teachers in the state and has, in recent years, sought to respond effectively to increased demand for teachers in the state's public schools. It is imperative that the University of California

increase its role in preparing teachers to better complement the work of the California State University and to help meet the demand for highly capable and fully qualified teachers. It is the intent of the Legislature that the University of California have a goal of preparing a minimum of 2,200 teachers on or before July 1, 2003, which would approximately double the number of teachers prepared by the University of California in 1998–99.

(4) Teaching is a very challenging career that demands expertise in a wide variety of areas including, but not limited to, linguistics, developmental psychology, multiple academic subject matters, and pedagogy. As such, effective teacher preparation should include an interdisciplinary approach that draws on faculty expertise from across the campus.

(b) It is the intent of the Legislature, in enacting Section 4 of this act, to establish a highly competitive teacher scholarship program within the University of California that will make teaching a more attractive and visible option for the most talented university students to pursue.

SEC. 4. Chapter 11 (commencing with Section 92850) is added to Part 57 of the Education Code, to read:

CHAPTER 11. GOVERNOR’S TEACHER SCHOLARS PROGRAM

92850. The Regents of the University of California are requested to develop a Governor’s Teacher Scholars Program, to operate, commencing July 1, 2000, at the Berkeley and Los Angeles campuses, and at additional University of California campuses, as deemed appropriate by the University, in accordance with all of the following:

(a) Prior to July 1, 2000, the university shall develop all of the following:

(1) A rigorous teacher preparation program that prepares teachers to work in schools with high percentages of low income or English language learners and that culminates in the award of a master’s degree.

(2) Begin recruiting highly talented students who wish to become teachers.

(3) Conduct a fundraising effort to provide full scholarships to participants in the program.

(b) When the program is fully operational, a total of 400 students shall be selected to participate in the program. At least 100 of these students shall be enrolled at each of the Los Angeles and Berkeley campuses.

(c) Participants in the program shall receive full scholarships, funded through private donations and other sources, to cover the participants’ cost of the program. These scholarships shall be limited to university fees charged to resident students and mandatory campus-based fees.

(d) Participants in the program shall be required to make a commitment to teach for at least four years in a California public elementary or secondary school eligible to be designated, within the meaning of subdivision (e) of Section 69613, for participants in the Assumption Program of Loans for Education.

(e) Participants who leave classroom teaching service before their four-year commitment is completed shall repay that portion of their scholarship assistance that is equal to the proportion of the four-year commitment that has not been completed.

92851. This chapter shall not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

SEC. 5. (a) The Legislature finds and declares all of the following:

(1) Recent research on effective schools found that a strong principal is an essential component in school success.

(2) Evidence from school districts around California indicates that they are experiencing a growing shortage of available personnel to serve as principals, partially as a result of the demanding nature of the profession.

(3) Leading a schoolsite as a principal is a very challenging career that demands expertise in a wide variety of areas including, but not limited to, business management, legal issues, leadership skills, and curriculum and instruction. As such, effective administrator preparation should embody an interdisciplinary approach that draws on faculty expertise from across the campus.

(b) It is the intent of the Legislature, in enacting Section 6 of this act, to establish a highly competitive principal scholarship program within the University of California that will make a principalship a more attractive and visible option for the most talented individuals to pursue.

SEC. 6. Chapter 12 (commencing with Section 92855) is added to Part 57 of the Education Code, to read:

CHAPTER 12. GOVERNOR'S PRINCIPAL LEADERSHIP INSTITUTE

92855. The Regents of the University of California are requested to develop a Governor's Principal Leadership Institute, to operate, commencing July 1, 2000, at the Berkeley and Los Angeles campuses of the university, in accordance with all of the following:

(a) Prior to July 1, 2000, the university shall develop a rigorous two-year administrator preparation program that culminates in the award of at least a master's degree and which coursework shall apply to a doctoral degree, begin recruiting highly talented individuals who wish to become school principals, and conduct a fundraising effort to provide full scholarships to participants in the program.

(b) The university shall collaborate with existing principal professional development programs in establishing and administering the program.

(c) The program shall be interdisciplinary and shall draw upon the faculty expertise of a wide variety of professional schools, including, but not necessarily limited to, the schools of education, law, and business or management at the participating campuses.

(d) When the program is fully operational, a total of 400 students, composed of 200 students at each participating campus, shall be selected to participate in the program.

(e) Participants in the program shall receive full scholarships, funded through private donations and other sources, to cover the participants' cost of the program. These scholarships shall be limited to university fees charged to resident students and mandatory campus-based fees.

(f) Participants in the program shall be required to make a commitment to serve four years as a principal, vice-principal, or in another administrative role, at a public elementary or secondary school.

(g) Participants who leave administrative service before their four-year commitment is completed shall repay that portion of their scholarship that is equal to the proportion of the four-year commitment that has not been completed.

92856. This chapter shall not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

SEC. 7. (a) The Legislature finds and declares all of the following:

(1) The California Subject Matter Projects provide a model for the effective delivery of discipline-specific professional development to teachers in kindergarten and grades 1 to 12, inclusive.

(2) The California Subject Matter Project model is based on intersegmental collaboration drawing on the academic resources and expertise of college and university faculty and leading teachers in kindergarten and grades 1 to 12, inclusive.

(3) The principal goal of the California Subject Matter Projects is to improve the academic achievement of students to meet or exceed expected levels of performance measured against state standards.

(4) The California Subject Matter Projects develop professional relationships among participants that create ongoing opportunities for teacher learning and research.

(5) The California Reading and Literature Project, with sites on two campuses of the University of California, nine campuses of the California State University, and one independent university campus, has achieved excellent results in pilot projects focused specifically on the instruction of reading in kindergarten and grades 1 to 3, inclusive, linking the experience of outstanding classroom teachers with the

research and resources of the larger educational community and consistent with the purpose of Section 6 of this act.

(b) It is the intent of the Legislature that the University of California, in partnership with the California State University and the independent universities and colleges, expand the capacity of the California Subject Matter Projects to provide professional development to teachers in kindergarten and grades 1 to 12, inclusive, pursuant to Section 8 of this act.

SEC. 8. Article 2 (commencing with Section 99220) is added to Chapter 5 of Part 65 of the Education Code, to read:

Article 2. California Reading Professional Development Institutes

99220. The Regents of the University of California are requested to jointly develop with the Trustees of California State University and the independent colleges and universities, the California Reading Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In June 1999, the University of California and its institutes' partners shall commence instruction for up to 6,000 participants who either provide direct instruction in reading to pupils in kindergarten or in grade 1, 2, or 3, or who supervise beginning teachers of reading.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams shall include both beginning and experienced teachers and the schoolsite administrator, with the majority of the team composed of beginning teachers.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' reading scores are at or below the 40th percentile on the Star 9 reading achievement test.

(B) Schools with a high number of new, underprepared, and noncredentialed teachers.

(C) Schools with a full complement of team members as outlined above.

(D) School teams committed to participate in the Elementary School Intensive Reading Program established pursuant to Article 1 (commencing with Section 53025) of Chapter 16 of Part 28 for a minimum of three years.

(c) (1) The institutes shall provide instruction in the teaching of reading in a manner consistent with the standard for a comprehensive reading instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, and shall include all of the following components:

(A) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic explicit phonics, and decoding skills.

(B) A strong literature, language and comprehension component with a balance of oral and written language.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early intervention techniques.

(2) Instruction provided pursuant to the program established pursuant to this article shall be consistent with state-adopted academic content standards, and with the curriculum framework on English language arts adopted by the State Board of Education.

(d) Each participant in the institutes shall receive a stipend of one thousand dollars (\$1,000).

(e) In order to provide maximum access, the institutes shall be offered on multiple university and college campuses widely distributed throughout the state. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours during the summer or during an intersession break, and shall be supplemented, during the following school year, with no fewer than the equivalent of five additional days of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in reading.

(f) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of the reading course requirement to an enrolled candidate who satisfactorily completes a California Reading Development Institute program, if the program has been certified by the Commission on Teacher Credentialing as meeting reading preparation standards.

(g) "Beginning teachers," for purposes of this article, are teachers with three or fewer years of teaching experience.

99221. This article shall not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

SEC. 9. (a) (1) The sum of eighty-three million dollars (\$83,000,000) is hereby appropriated from the General Fund for the purposes of the act adding this section in accordance with the following schedule:

(A) The sum of seventy-five million dollars (\$75,000,000) to the State School Fund for allocation to school districts by the Superintendent of Public Instruction for purposes of the Elementary School Intensive Reading Program established pursuant to Article 1 (commencing with Section 53025) of Chapter 16 of Part 28 of the Education Code.

(B) The sum of two million dollars (\$2,000,000) to the Superintendent of Public Instruction for allocation to school districts for purposes of the Governor's Reading Award Program established pursuant to Article 2 (commencing with Section 53050) of Chapter 16 of Part 28 of the Education Code.

(C) The sum of six million dollars (\$6,000,000) for transfer to the State School Fund for allocation by the Superintendent of Public Instruction to school districts to fund the stipends of participants in the California Reading Professional Development Institutes established pursuant to Article 2 (commencing with Section 99220) of Chapter 5 of Part 65 of the Education Code.

(2) For the purposes of making computations required by Section 8 of Article XVI of the California Constitution, the amounts appropriated in paragraph (1) of this subdivision of this section shall be deemed to be "General Fund revenues appropriated to school districts," as defined in subdivision (c) of Section 41202 of the Education Code for the 1999–2000 fiscal year and be included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code for the 1999–2000 fiscal year.

(b) The sum of eleven million dollars (\$11,000,000) is hereby appropriated, without regard to fiscal years, from the General Fund for allocation in accordance with the following schedule:

(1) Five hundred thousand dollars (\$500,000) to the Regents of the University of California for the purposes of planning the academic program of, recruiting participants for, and scholarship fundraising for, the Governor's Teacher Scholars Program established pursuant to Section 92850 of the Education Code.

(2) Five hundred thousand dollars (\$500,000) to the Regents of the University of California for the purposes of planning the academic program of, recruiting participants for, and scholarship fundraising for, the Governor's Principal Leadership Institute established pursuant to Section 92855 of the Education Code.

(3) Six million dollars (\$6,000,000) to the University of California for the purpose of administering the California Reading Professional Development Institutes established under Article 2 (commencing with Section 99220) of Chapter 5 of Part 65 of the Education Code.

(4) Four million dollars (\$4,000,000) to the state Secretary for Education for purposes of contracting for the development and establishment of a public involvement reading campaign pursuant to Article 3 (commencing with Section 53075) of Chapter 16 of Part 28 of the Education Code.

SEC. 10. Paragraphs (1) to (3), inclusive, of subdivision (b) of Section 9 of this act shall not become operative unless and until the Regents of the University of California adopt a resolution within the

meaning of Sections 92851, 92856, and 99221 of the Education Code, as applicable.

SEC. 11. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to allow the University of California to establish the California Reading Professional Development Institutes and to provide instruction commencing in June 1999, to allow the university adequate time to develop the teacher and administrator preparation programs pursuant to this act prior to July 1, 2000, and to allow for the immediate establishment of reading development programs, it is necessary that this act take effect immediately.

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